

Corrective Feedback in an L2 Intensive Academic Writing Course

Mie Tobias

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First Reader: Dr. Betsy Gilliland

Second Reader: Dr. James Dean Brown

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Abstract

According to Bitchener and Ferris (2012), corrective feedback leads students to identify their errors and learn about how to correct them. This study will demonstrate the kinds of mistakes second language English learners frequently make and how the teacher gives them feedback and argue corrective feedback and revision tasks were related to an increase in students' self-confidence in their writing and grammar accuracy improvement. This study was conducted in an intensive academic writing course across the fall semester at a community college in Hawai'i. I observed the course and collected students' writing, conducted surveys, and interviewed the instructor and students. The findings will demonstrate how the teacher gave direct and indirect corrective feedback and how the students reacted to the instructor's feedback. Lastly, this paper will demonstrate how teachers can combine effective corrective feedback to students' common grammar errors and revision tasks in academic writing as pedagogical implications. This study supports recent studies that found both direct corrective feedback and revision tasks is beneficial for English language learners, especially for their grammar accuracy (Karim & Nassaji, 2018).

Corrective Feedback in an L2 Intensive Academic Writing Course

Introduction

Throughout my English learning life in Hawai'i, I believe that an academic writing preparation course I took at a community college was the most helpful way to improve my academic English writing. Because of this I decided to investigate how the instructor of that particular course gives his students feedback and what the students' reactions were to the feedback. Specifically, I observed an advanced English for Speakers of Other Languages (ESOL) class at a community college in Hawai'i. The ESOL class is the last preparatory course which is focused on academic writing to prepare students for their ESL 100 (first-year composition) course. This paper is focused on issues of written corrective feedback and the importance of revision tasks in the writing course. I argue that corrective feedback and revision tasks were related to an increase in students' self-confidence in their writing and grammar accuracy improvement.

Literature Review

Characteristics of International and Immigrant Students

There are two types of second language (L2) English learners in US colleges, international and immigrant students. The term *international students* usually defines students who come to the U.S. to study abroad and stay for only a few years. They have usually studied English linguistic features, including grammar rules and new vocabulary words, in an English as a foreign language (EFL) context focused on classroom-based instruction before studying in the U.S (Pecorari, 2018; Reid, 2006). However, Reid (2006) also mentioned that international students may lack listening and speaking skills because they do not have enough opportunities to use English for communicative purposes. Because of this they usually struggle with their writing;

specifically they are not familiar with U.S. writing styles or usage of vocabulary words or idioms in their writing (Reid, 2006). On the other hand, immigrant students include Generation 1.5, which is defined as a student who moved to the U.S. before attending high school and graduated from a U.S. high school (Hirano, 2014). Their listening and speaking proficiency skills are usually high, but their literacy skills are low. Because they did not have enough opportunities to read English from a young age, their writing is usually based on what they have heard throughout their daily life (Reid, 2006).

Common Grammar Errors for L2 English Learners

L2 learners' grammar errors appear to have some similarities. Drawing on Connors and Lunsford (1988), Lunsford and Lunsford (2008), and Ferris (2006), Ferris and Hedgcock (2014) listed common grammar mistakes for L2 learners. Based on the list, all of the authors stated that L2 learners' most common errors were verb tenses and forms, subject-verb agreement, pronoun usage, word choice, comma usage, and fragments.

There is argument over the importance of error feedback between comprehensive and selective error correction (Ferris, 2014). *Selective corrective feedback* is to choose two or three major errors for feedback because this makes students understand the error by focusing on specific errors. In contrast, *comprehensive error correction* is to correct all errors to understand students' issues of writing themselves because students may face an expectation of accuracy in the real world. Ferris and Hedgcock (2014) stated that teachers have difficulties identifying grammar errors and providing clear error feedback, so they suggested eight categories of L2 learners' grammar errors, including 1) Verb Tense /Form; 2) Noun Endings; 3) Determiners; 4) Word Choice / Word Form; 5) Sentence Structure: Missing or Unnecessary Words, Word Order; 6) Sentence Structure: Fragments, Run-ons, or Comma Splices; 7) Spelling, Punctuation, and

Capitalization; and 8) Other (Ferris & Hedgcock, 2014, p 292). These categories are also related to the distinction of two types of errors as treatable and untreatable (Ferris, 2011). *Treatable errors* are errors of linguistic structures that are based on rules (Ferris, 2011). In contrast, *untreatable errors* usually mean word choices which students need to acquire throughout language learning experiences (Ferris, 2011).

Corrective Feedback

Written Corrective Feedback (WCF) is “written response to a linguistic error” (p. 1) that L2 learners make in their writing (Bitchener & Storch, 2016). According to Bitchener and Ferris (2012), corrective feedback (CF) leads students to identify their errors and learn about how to correct them. There are two types of CF, direct CF and indirect CF. Direct CF means that a teacher provides the corrections for students’ errors (Bitchener, Young, & Cameron, 2005). On the other hand, indirect CF means that the teacher indicates the students’ errors, and the students need to correct them themselves (Bitchener et al., 2005). Bitchener et al. (2005) studied how the different types of CF influence students’ English grammar accuracy, especially prepositions, simple past tense, and definite articles. They found that overall combining both written CF and oral CF significantly influenced students’ grammar accuracy. In addition, Eslami (2014) researched the different effects between direct and indirect CF and found that the indirect CF group showed significant improvement. van Beuningen, De Jong, and Kuiken (2012) demonstrated that direct CF leads to more grammar improvement for treatable errors, and indirect CF leads to more improvement for untreatable errors.

Other Issues in the Effectiveness of Feedback

While researching corrective feedback, some researchers have demonstrated additional issues that influence feedback. Ferris and Hedgcock (2014) pointed out the advantage of the

writing conference, especially if teachers can specify their students' writing issues. However, the writing conference had some disadvantages such as being time consuming or including too much information for students. Ferris, Liu, Sinha, and Senna (2013) implied that teachers should provide "interactive teaching and learning" (p. 322), which means opportunities for students to ask questions about feedback to better understand and learn from feedback.

Teachers also need to think about when they should give their students feedback. Hartshorn et al. (2010) stated that when students received their writing with feedback the following day, corrective feedback appeared the most beneficial for them to demonstrate a better understanding in their new paper. In addition, Ferris (2011) also stated that it is important to give grammar error feedback as well as giving content feedback because L2 learners need language input.

As I mentioned earlier that real-world writing expects accuracy, reviewing or revising of students' previous papers is beneficial (Ferris, 2014). Providing revision tasks leads to improvements in students' writing. It supports recent studies which demonstrate that both direct corrective feedback and revision tasks are beneficial for English language learners, especially for their grammar accuracy (Karim & Nassaji, 2018; Suzuki, 2012). Revision tasks help students to rethink what their grammar errors are.

Research about teaching writing to second language (L2) students at a community college is limited, so my research will help to understand writing at the community college level. In addition, while there are many arguments about direct and indirect feedback, we still do not have conclusive evidence which one is better for which purpose. However, the literature suggests that revision tasks by giving L2 students both direct and indirect feedback will be valuable. Lastly, I also focused on students' reactions to revision tasks after receiving the instructor's feedback.

Research on L2 revision tasks is also sparse, especially in the case of more than one revision, so this research will add some insight into the effectiveness of two different types of corrective feedback with multiple revision tasks.

Research Questions:

How does the instructor give his students feedback?

How does the instructor directly and indirectly explain those errors to the students?

What are the common grammar errors that L2 learners in this class frequently make?

How does the instructor's feedback help students' writing?

Methods

Context

This study took place at a community college in Hawai'i. In 2018, the number of students attending this college totaled 6679. Among them, 80% were US Citizens, 9% were non-resident aliens (i.e., international students on visas), and 9% were resident aliens. Among the non-citizen students, approximately 90% are Asian. For English L2 learners, the community college provides an English for Speakers of Other Languages (ESOL) Program. This course uses content-based instruction. The four skills are taught together in comprehensive courses. However, the course meets eight and a half hours per week to improve students' academic language proficiency by language practice and interaction. Immigrant students with a high enough COMPASS/ESL placement test score need to take a writing sample test to clarify the course level. If they have lower score on the COMPASS/ESL placement test, they place into the appropriate level courses offered for immigrant students. International students need to take TOEFL, and if they have a score higher than 500, they can take the writing sample test to clarify the course level. On the other hand, if they do not have high enough TOEFL scores, they need to

start at the beginning course offered for international students. There are two levels of ESOL classes as preparatory courses for the requisite first-year composition.

Participants

Participants of this study were the instructor of the advanced ESOL course and his 14 students. In the course, there were 18 students, but three students stopped coming and one student declined to participate in this project. The instructor was an American who speaks English as his first language (L1). Two Chinese, two Korean, one Vietnamese, and one Japanese student were immigrant students, and five Korean and three Japanese students were international students. Half of the students had not previously taken any courses focused on academic writing in English.

Course Syllabus

The advanced ESOL course follows a content-based curriculum, and this semester the content was sustainability. All advanced ESOL courses used the same theme, argument, and purpose. The theme, argument, and purpose as noted in the course syllabus are below:

THEME: Sustainability and Hawai‘i’s Environment

ARGUMENT: There is a need to develop an awareness of sustainability to help maintain Hawai‘i’s unique environment.

PURPOSE: You will develop a personal sustainability plan.

Students learned about sustainability and Hawai‘i’s environment across the semester which was divided into six modules: sustainability, sustainable land use (ahupua‘a), sustainable water use, a sustainable food supply, sustainable energy use, and a personal sustainability plan. The course

assignments for each module were usually three papers¹ including at least three drafts of each, a vocabulary log, and a grammar worksheet. Reflection on their daily work in class was what the instructor called his students' "ticket out." Lastly, there were many class activities, including readings, presentations, and discussions. To pass this course, students needed to earn a CR+, which entailed completing at least 95 % of the class assignments and writing a final course paper with 40 % accuracy². In addition, students needed to write 16-22 words per sentence; use 6-12 % academic vocabulary³; organize their papers with an introduction, body paragraphs, and a conclusion paragraph; and write coherent, cohesive, and comprehensible essays without the reader re-reading more than three portions due to uncertainty.

Data Collection

I observed the first hour of each class four days a week across the fall 2019 semester. I collected students' writing with the instructor's feedback including drafts one, two, and three of the essay completed during week 8 (just before the midterm), week 11 (after the midterm), and week 14 (before the final). At each point, I conducted an in-class survey (see Appendix A for survey questionnaire) and interviewed seven students outside of class. I interviewed the same Japanese student every time as well as two different students each time. I also interviewed the instructor before the midterm and after the semester (see Appendix B for instructor and student interview protocols). Conversations during the interview were recorded by voice memos. The course syllabus and materials were also collected.

¹ Due to the course schedule, the first module and the last module had three essays total. The students of this course wrote 15 essays (45 drafts).

² Accuracy = sentences with errors / all sentences (The students need to count their sentence numbers by each period (.) before submitting their essays.)

³ The instructor used the vocabulary profiler (<https://www.lexutor.ca/vp/eng/>) to check the uses of academic vocabulary words. He checked only the final take-home paper.

Surveys. For the first survey, the students answered seven questions about their background and thirteen about their writing. For the second and third survey, the students answered the exact same writing questions as for the first survey because I wanted to see whether students' answers changed. Some of the background questions were about their first language and their English learning experiences. Some of the writing questions were about self-confidence or how much they used their L1 for their writing and how much the instructor's feedback was helpful for all assignments.

Student interviews. The interview questions were follow-up questions based on their survey answers. I mainly asked how the instructor's feedback helped them and how each assignment or activity helped their writing. One Japanese international student was interviewed at all three time points. Two different students were also interviewed at each point. For the first interview, I selected two Korean international students who answered that they had low confidence about their writing. For the second interview, I selected one Japanese international student and one Japanese immigrant student who answered a "2" indicating less helpful or confident for some questions. For the third interview, I selected one Japanese international student who improved his writing confidence and one Korean immigrant student who did not believe that her confidence had changed significantly. When interviewees were Japanese, I asked questions in Japanese. The main reason for this was that the students were willing to use Japanese, but I also expected to receive more detailed information.

Instructor interviews. In the first interview, I asked the instructor about his teaching beliefs, methods, and expectations of his students. In the last interview, I focused on asking him about the gap between his students' reactions to his feedback and assignments and his own expectations.

Analysis

While observing the course, I took notes. To analyze the observation data, I marked feedback sessions and examined how the instructor used his class time to give feedback. For the survey data, I coded all students' survey data into an Excel sheet and calculated the mean, standard deviation, high, and low. I also highlighted the difference between immigrant and international students' self-confidence in their writing and calculated the means of their grammar accuracy and their self-confidence scale. After that, I chose the six students to interview.

I transcribed the conversations during the interviews. With the students I interviewed in Japanese because they said it's easy for them to speak, I transcribed their conversation in Japanese and translated it to English to analyze the data. I did not capture additional features such as pauses and hesitations. For the instructor and students who did not speak Japanese, I transcribed their conversations in English. Comparing each student's reactions about the instructor's feedback and class assignments, I divided them into five categories (ticket out, reading, vocabulary log, the instructor's feedback, and revision task) and examined students' comments to determine whether they were positive or negative reactions. The instructor's interview highlighted his teaching philosophy, his expectations of, and his reactions to students' responses based on the five categories. Then, I investigated the gaps between the instructor's expectations and students' reactions. To analyze students' writing data, I used Ferris and Hedgcock's (2014) eight categories, including Verb Tense /Form; Noun Endings; Determiners; Word Choice / Word Form; Sentence Structure: Missing or Unnecessary Words, Word Order; Sentence Structure: Fragments, Run-ons, or Comma Splices; Spelling, Punctuation and Capitalization; and Others (Ferris & Hedgcock, 2014, p. 292). I also added two categories to Ferris and Hedgcock's others as prepositions, pronouns, others (paragraph and indent) which

frequently occur in students writing to analyze students' common grammar errors. I coded grammar errors into these 10 categories, counted the number of grammar errors that students made, and calculated the percentage of the frequency. The grammar errors were taken from draft 2 of each paper. I also recorded students' self-confidence and grammar accuracies into the Excel sheet and used the Statistical Package for Social Sciences (SPSS) to calculate and compare the descriptive statistics and graphs between immigrant and international students at three points.

Results

Research Question 1: How does the instructor give his students feedback?

The instructor provided his students feedback on everything they wrote, not just on long essays, including sentence making in the vocabulary log and ticket out. He gave his students indirect feedback for only draft 1 and direct feedback for drafts 2 and 3, and for the vocabulary log sentences, and ticket out. He used a red pen to mark his feedback. He used a *selective corrective feedback* approach to mark errors such as SP, SV, and Fragment, and put a × if a sentence had error(s) or a check ✓ if a sentence was correct in students' first draft. He used a *comprehensive error correction* approach to give his students feedback for each grammar or word error. He did not give his students feedback on the content of their papers unless they wrote on a topic that was different from the assigned topic.

When returning his students' essays, he provided time for students to ask questions. Ferris, Liu, Sinha, and Senna (2013) stated that teachers should provide opportunities for students to ask questions about feedback based on the findings of the benefits of “interactive teaching and learning” (p. 322). The instructor usually allotted at least 15 to 30 minutes for students to ask about his feedback after he returned students writing assignments. Most students raised their hands and asked the instructor to clarify what he had written or why they needed to

use the grammar or words he suggested instead of what they had written such as verb tenses, prepositions, and word choices. When the questions were common grammar errors for the students, he explained them to all students sometimes by using the white board.

In addition, he corrected students' grammar errors verbally and individually when his students used ungrammatical sentences during class including in small conversation at the beginning of the class. Before the students wrote an in-class essay, they usually had an in-class discussion. When the discussion seemed to be quiet, the instructor always asked questions about the essay's topic, especially what words could be used or how they could be used. He sometimes showed and contrasted what the wrong form of words and the correct one.

Research Question 2: How does the instructor directly and indirectly explain errors to the students?

The instructor gave corrective feedback both directly and indirectly (see Appendices B-F for samples of students' three drafts, vocabulary log, and ticket out, including the instructor's feedback). For the first draft of essays, the instructor gave students indirect corrective feedback (he called this "direct implicit feedback," as I explain later in my response to research question 4). He put a × beside a sentence that had an error or error or check ✓ beside a sentence that was correct at the end (after the period '.') of each sentence, along with circles and codes indicating specific errors selectively such as SP, SV, and Fragment. When the instructor returned their papers, he let his students ask about his feedback and whether they could read his handwriting by giving them verbal feedback. For the second drafts of essays, sentence exercises in vocabulary logs, and ticket out, the instructor gave his students direct corrective feedback. He wrote detailed corrective feedback comprehensively. When he returned their assignments, he let his students ask about his feedback, his handwriting, or their grammar errors by giving them oral feedback. If

students still had grammar errors for the third draft of essays,⁴ he gave direct corrective feedback, but most of the students usually revised effectively, so they could post their final draft on Laulima to share with other classmates.

Research Question 3: What are the common grammar errors that L2 learners in this class frequently make?

I coded the students' common grammar errors into 10 categories (following Ferris & Hedgcock, 2014, p. 292), including Verb Tense and Form, Noun Endings, Determiners, Word Choice and Form, Sentence Structure 1 (Missing or Unnecessary Words, or Word Order), Structure 2 (Fragments, Run-ons, or Comma Splices), Spelling, Punctuation, Capitalization, Prepositions, Pronouns, and Others (Paragraph and Indent). The most common grammar errors were Missing or Unnecessary Words, or Word Order in the Sentence Structure 1 category, which was 22 %. The category of Word Choice and Form was 15 %. The categories of Verb Tense and Form and Determiners were 13%, and the categories of Spelling, Punctuation, and Capitalization and Preposition were 10 %. Less than 10% of common grammar errors were Noun Ending, Pronouns, Sentence Structure 2, and Others. There were no differences between immigrant and international students regarding their common grammar errors. *Figure 1* shows the percentages of each category in a pie chart.

⁴ If students still had some errors that they missed or forgot to revise, they needed to revise their paper as draft 4 or 5, until the grammar errors became a few errors.

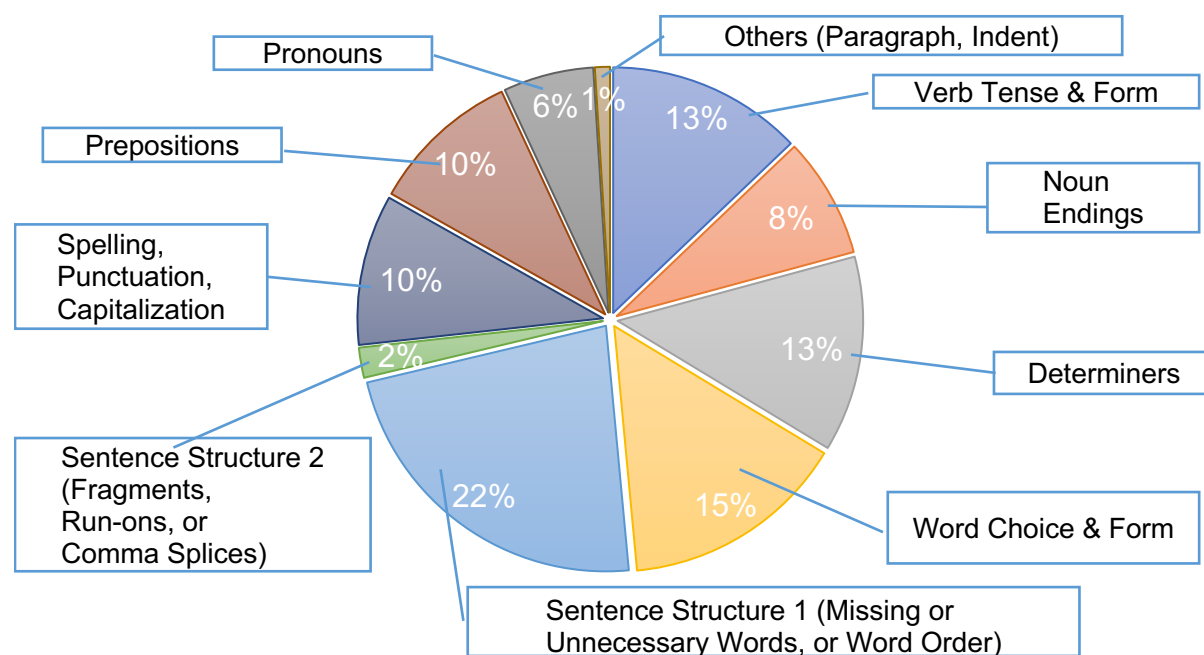


Figure 1. The common grammar errors that L2 English learners frequently made

Research Question 4: How does the instructor's feedback help students' writing?

Improvement of self-confidence and grammar accuracy. Based on the survey results, all students seemed to have positive responses to the instructors' feedback, writing assignments, and activities in this ESOL course. Students' confidence improved as well as their accuracy. However, immigrant and international students' improvement of self-confidence and accuracy showed different results see *Figure 2* for the comparisons of the means of students' self-confidence between immigrant and international students for each point (before the midterm, after the midterm and before the final, and Table 1 for the descriptive statistics of students' self-confidence). For the first survey, while immigrant students showed their self-confidence of mean 3, international students showed their self-confidence of mean 2.13. For the second survey, international students' self-confidence increased to 3.25 while immigrant students' self-confidence was 3.33 which did not show the same increase as international students. For the third survey, international students' self-confidence was 3.63 while the immigrant students' self-

confidence was 3.50. Immigrant students' self-confidence increased 0.5 from the first survey to the last survey; meanwhile, international students' self-confidence increased 1.5 from the first survey to the third survey. Immigrant students had enough confidence to write an essay in English, so their self-confidence did not show a big increase in contrast to the international students. This result might be related to whether students had experienced learning to write English essays at their high schools in Hawai'i (see Appendix G for the students' background information). One of the immigrant students told me that because her classmates were all English language learners, she did not feel anxiety as she had in her high school class. In addition, Japanese students emphasized that when they saw the instructor's red grammar corrections everywhere and the lower score for accuracy, they lost their confidence. Specifically, the Japanese student whom I interviewed three times said, "In Japan, I've never seen my score 0. Can you believe people get score 0 in Japan? Unbelievable!" At the beginning of semester, many students received 0% accuracy in this course. Her expression was also related to lower self-confidence for international students.

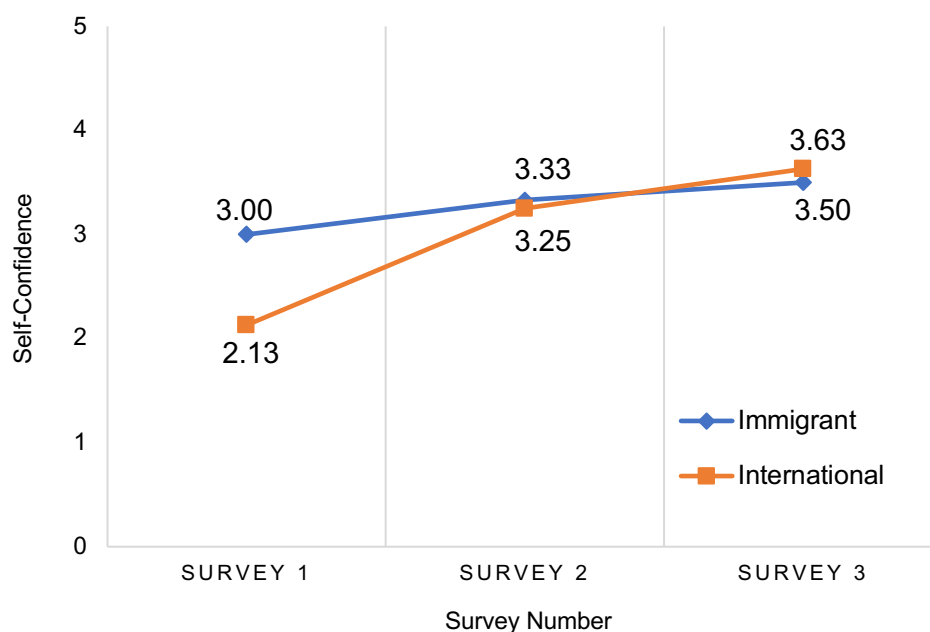


Figure 2. Mean Self-Confidence: Comparing immigrant and international students' self-confident of writing for each point

Table 1

Descriptive Statistics of Self-Confidence: Comparing immigrant and international students' self-confidence

		N	Mean	Std. Deviation	Minimum	Maximum
Confident 1	Immigrant	6	3.00	.000	3	3
	International	8	2.13	.835	1	3
	Total	14	2.50	.760	1	3
Confident 2	Immigrant	6	3.33	.516	3	4
	International	8	3.25	.707	2	4
	Total	14	3.29	.611	2	4
Confident 3	Immigrant	6	3.50	.548	3	4
	International	8	3.63	.744	3	5
	Total	14	3.57	.646	3	5

Note: Confident: Self-confidence; N= Number of students

Interestingly, with grammar accuracy the descriptive statistics and a graph showed differences in students' than self-confidence for both immigrant and international students see Figure 3 for the comparisons of the means of students' grammar accuracy between immigrant

and international students for each point (before the midterm, after the midterm and before the final, and Table 2 for the descriptive statistics of students' grammar accuracy). The grammar accuracy goal of this course was 40 %. For the mean of grammar accuracy, while immigrant students showed enough confidence in their writing, their mean accuracy was 14.67 % for the in-class handwritten paper 1. On the other hand, even though international students did not show enough confidence in their writing, their grammar accuracy was 27.75% for paper 1. For paper 2, immigrant and international students' accuracy was flipped, with immigrant students showing 29% and international students 22.50%. At this time, their writing was a take-home essay, so the instructor's assumption was that immigrant students might be more familiar enough with how to access English language resources on a computer rather than were international students. Paper 3 was an in-class handwritten essay, and both immigrant students and international students had around 30 % grammar accuracy.

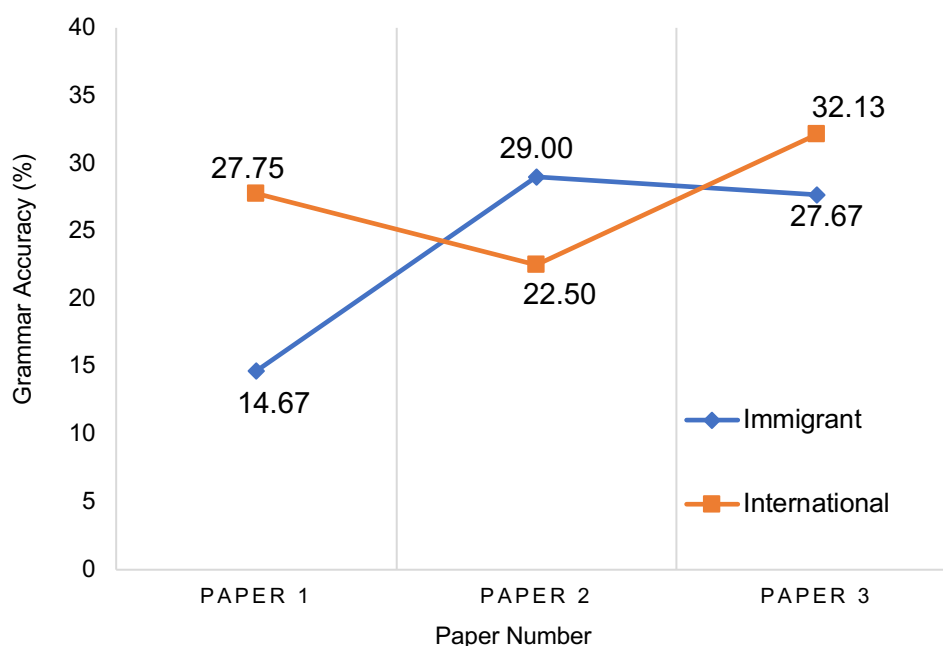


Figure 3. Mean Grammar Accuracy: Comparing immigrant and international students' grammar accuracy for each point

Table 2

Descriptive Statistics of Grammar Accuracy: Comparing immigrant and international students' grammar accuracy

	N	Mean	Std. Deviation	Minimum	Maximum
Confident 1					
Immigrant	6	14.67	6.439	6	26
International	8	27.75	11.055	14	41
Total	14	22.14	11.265	6	41
Confident 2					
Immigrant	6	29.00	12.426	8	42
International	8	22.50	8.619	7	34
Total	14	25.29	10.513	7	42
Confident 3					
Immigrant	6	27.67	13.880	18	55
International	8	32.13	14.885	6	54
Total	14	30.21	14.094	6	55

Note: Confident: Self-confidence; N= Number of students

Students' reactions to the instructor's feedback. Most students' answers were positive.

Students thought that the class activities, the feedback from the instructor, and revision tasks were helpful for their writing (Appendix H for the Mean, Standard Deviation, Maximum, and Minimum of Students' Survey Answers). I calculated the means of three surveys of class activities, their feedback, and the revision tasks (Q3: Reading, Q4: Vocabulary log, Q5: Vocabulary log feedback, Q6: Class discussion, Q7: Ticket out, Q8: Ticket out feedback, Q9: Essay feedback, Q10: Revision tasks). All activities and feedback except the vocabulary log were rated as more than 4, which means more helpful.

Student Interviews. Most students demonstrated a positive attitude toward the course assignments and the instructor's feedback, so I tried to determine why they made a contrast between scale numbers 3 (in the middle of not helpful or less confidence and helpful and more confidence) and 5 (very helpful or very confident). Throughout the interviews with seven

students, I wanted to focus on the ticket out, the readings, the vocabulary log, the instructor's feedback, and the revision tasks.

Ticket out. The seven students said they had already developed a pattern of the sentences they wrote for the ticket out because they needed to write it at the end of class, and they wanted to leave the classroom quickly. I did not ask for an example of the sentences, but it might be like "The word '____' is an adverb," as one of the students wrote in their ticket out (Appendix F).

Reading. The students said all the assigned articles were difficult to understand, so it was difficult to include them in their writing. One Japanese international student said she wanted to know the meanings of more vocabulary words to understand the articles better. Another Japanese international student said it was a good experience to read a longer article because he had never read an article before taking this course. In this course, students were not required to cite the article they had read, so they did not focus on strategies they used to select quotations or citations from their articles.

Vocabulary log. Students said this was a lot of work to complete, but it helped them understand vocabulary words more effectively. One Korean student mentioned that he liked the vocabulary log because he could use some vocabulary words outside of class after completing his vocabulary logs.

The instructor's feedback. They said they thought the instructor's feedback was helpful for their writing. All students agreed that they received all grammar error corrections quickly. Two Japanese students (one was an international student and the other an immigrant student) said sometimes the instructor explained the nuance of the words, which was really helpful for them. However, they also showed their frustrations. For example, the instructor corrected a sentence for paper 7, so multiple students wrote the exact same corrected sentence in their paper

9. They expected that the sentence would be correct, but the instructor marked it as an error. This made students confused about what the correct sentence structure was. Two Japanese students also talked about a similar confusion. One of them said, “I usually ask the reasons for what the differences are, so I could understand the differences between two sentence uses. However, if students are not good at asking questions, it might be difficult to understand.” Some of the students expected their instructor to provide written corrective feedback about when or how they had used a word or the nuances of their word choice.

Revision task. One Korean student liked the revision task. He said he could think about “Why my sentences were not okay and what I made mistakes.” Some students had frustrations between the effort of revising their sentences and receiving the error feedback in the second draft. One Japanese student mentioned, “I tried fixing my grammar errors in the second draft and received many grammar errors for the second draft feedback. I was disappointed about my writing.” Even though she said she was disappointed, she appreciated the instructor’s feedback and said she understood that the instructor encouraged her as well as her classmates. Some of the other students also had similar feelings. All students mentioned that the second draft was the most helpful for their writing improvement.

Instructor Interviews

Before the midterm, I interviewed the instructor. The most interesting aspect of his teaching philosophy was that only direct feedback helps students, even though he gave indirect feedback, which he called “direct implicit feedback.” After the semester ended, I interviewed the instructor to determine the gap between students’ perspectives and the instructor’s; in particular I emphasized the ticket out, the readings, the vocabulary log, the instructor’s feedback, and the revision tasks, which the students pointed out throughout the interviews.

The instructor's beliefs. He believed only direct feedback made students' writing skills improve in his experience. When I looked at the first draft of the students' papers, I noticed that the instructor had underlined, circled, and written abbreviations and words such as SP, S/V, or Fragment. I asked him, "Is this not indirect feedback?" He said he called it "direct implicit feedback," even though it is called indirect feedback in most sources (Bitchener, et al., 2005; Ferris & Hedgcock, 2014). One of his methods that I want to emphasize is how the instructor returns students' papers so quickly and gives corrective feedback within a short amount of time. The instructor usually returned students' writing assignments with his feedback on the day after they had submitted them. He said he did not want his students to forget what they wrote, so he returned their papers with his feedback either the next day or no more than two to three days later. Since he gave his students feedback the next day, I wondered how he managed his time to correct students' writing and whether he followed or had created any list of grammar error corrections. First, he shared how he managed his time in order to correct students' papers. He usually took one minute per ticket out, two to three minutes per vocabulary log, three to five minutes per the first draft of the paper, and five to ten minutes per the second draft of the paper. He was able to correct papers so quickly because of his experience. Specifically, he said he usually has Japanese, Korean, and Chinese students, and sometimes Vietnamese or students from other Asian countries and knows their writing patterns. However, when he had an Ethiopian student, it took him a longer time to correct the student's errors because he was not familiar with Ethiopian student's writing style. In addition, he assigned many short writing assignments such as ticket out or sentences in each vocabulary log. These short assignments also help him to recognize each student's writing habits or error patterns.

Lastly, he talked about individual error conferences vs. providing opportunities for students to ask questions about his feedback (Ferris et al., 2013). The first reason to not do individual error conferences was time for both the instructor and students. The instructor said he had tried individual error conferences, but he could not force students to come to his office for the conferences. For the sake of fairness, the instructor provided his students time to ask questions during class. In addition, error conferences were not comfortable for him. "The lesson is these different techniques really have to fit your own pedagogy. What works for you, and do you feel comfortable with it? If you do, then do it, but you have to convince students. As long as students understand I think you can work."

Ticket out. I asked him about his expectation of students' using the ticket out assignments. Ticket out is for him to see if his students learned something today and whether that was his objective today. He also used the ticket out as a "ticket in." He gave his students direct feedback for what they wrote. Then, they needed to revise the sentences when the class started as a ticket in. He wanted his students to think about what they had learned. He also wanted to make sure that he completed his objectives for the lesson. I explained that his students said they used some standard patterns for the ticket out. He said language development has some behavioral aspects, and pattern recognition or pattern awareness can be valuable and should be encouraged.

Reading. He provided reading aloud activities, vocabulary log discussion activities, and sometimes grammar activities by requiring students to read articles, although he did not provide comprehension questions about the articles. He expected students to develop content knowledge of the articles, which reflect the content of their module, and learn about grammar rules and vocabulary words. In my observation, his grammar activities and vocabulary log were based on the articles.

Vocabulary log. He wanted to give his students opportunities to learn how the target vocabulary words were used in the sentences or structured grammatically first. He always told students “If you can, try to use the sentence in your writing,” but he said he understands that incorporating the created sentences into their essays was difficult, and usually it didn’t work. He expected his students to use the target vocabulary words in their writing and he saw some students did so. For the vocabulary quiz⁵, he also expected students to go back to look at the vocabulary logs, and make them memorize the sentence patterns. Ticket out and vocabulary log sentence practices were practiced regularly on a small scale.

The instructor’s feedback. He believed that giving his students grammar feedback makes his students’ language proficiency improve. “If students wrote on a completely different topic, I would make a comment about the content. But content feedback is not my job, not an English instructors’ job. My job is to improve students’ language skills.” He also told his students that most of the students improved their accuracy after the midterm. Before that, most students got a lower percentage of accuracy.

When commenting on word choice, he said he gave his students feedback orally or wrote on the board in class instead of giving them written corrective feedback. It is important but difficult to teach. He thinks that if teachers responded, “Yeah, what you said that’s okay; it’s okay, but it’s not exactly okay,” the students might not want to ask questions anymore because their sentences could be correct or wrong, especially students who are not good at asking questions. He loved students asking questions about the nuances of words and noticing whether the instructor marked errors.

⁵ Students can use their vocabulary log while taking a quiz. They can find the answers from their vocabulary log.

He usually has Asian students, especially Japanese, Chinese, and Korean students, so he sometimes gave his students specific feedback depending on nationality such as “I know Japanese and Korean languages are allowed to start the sentence with because, but do not start with because in English.”

Revision tasks. He did not expect that students could fix all the grammar errors that they made in draft 1. He believed that his “direct implicit feedback” (which the literature calls indirect feedback) on draft 1 provided students the opportunity to think about the errors that they made. Then, when they had received his direct feedback on draft 2, they could see how they should write and revise their papers as draft 3. He said when his students study in their college courses, they need to find grammar errors themselves. In addition, if students have time to stop by the tutoring center, that would be nice, but they might not be able to go to the tutoring center for each paper because they have many assignments to complete. Therefore, he wanted his students to improve their proofreading skills and to try to find their own errors while they were revising their first draft with indirect corrective feedback.

He said he understood their unhappy feelings when they got error feedback, but he also was glad that students tried to think about their grammar errors deeply. He believes this was a vital part of the learning process, but he did not want them to feel disappointed instead of reflecting on his feedback, so he said he would explain or work on this aspect of teaching differently to avoid making them disappointed.

Discussion

I will discuss the gap between students’ reactions and the instructor’s expectations, then argue whether written corrective feedback and revision tasks are beneficial for language learners. Based on the survey and interviews, students who participated in this research commented on the

writing course assignments and the instructor's feedback positively. However, there are some gaps between students and their instructor.

First of all, even though students thought that they should not make patterns of the sentences for the ticket out, the instructor agreed with their doing so. Moreover, the instructor believed the pattern recognition was valuable and wanted to encourage it. Besides that, one of the students understood that ticket out was one of the communication tools for the instructor. The instructor also thought of the exit ticket as one of the ways that he could understand whether his students had reached his objective for the day.

For reading articles, the instructor expected students to develop their content knowledge and learn academic vocabulary words and some grammar rules. However, a few students expected to understand the contents and each vocabulary word meaning well. I think the instructor believed that teaching linguistic features is important for him, but the students expected to understand the contents, so there is a gap between teaching linguistic features only or including a discussion of the contents of reading.

The instructor's feedback and revision tasks were helpful for students, but the instructor also noticed that some students might feel disappointed after fixing their grammar errors especially in the case of the indirect feedback. The instructor thinks that indirect feedback enhances students' learning process, so he wanted them to reflect on their own grammar errors. In contrast, one of the students clearly said he likes revision tasks because he can think about what kind of grammar errors he made.

About the nuance of feedback, the instructor and students think it is difficult. However, the instructor wanted to teach it by using written corrective feedback and oral in-class feedback, and students tried to understand what the instructor explained by listening to the lecture, thinking

about their writing and the instructor's feedback, and asking questions. The nuance is the one of the untreatable errors that students acquire by writing essays and asking questions (Ferris, 2011).

There were some gaps between students and their instructor, but overall, students expressed positive answers in the survey and interviews. In addition, even though there were some gaps between immigrant and international students, both groups of students increased their self-confidence in their writing and in their grammar accuracy. This confirms Karim and Nassaji's (2018) and Suzuki's (2012) studies that both corrective feedback and revision tasks lead to students' increased grammar accuracy.

Limitations

I would have liked to interview more students, but I was limited because of time constraints and the lack of a chance to talk to some of the students. I had a class after observing the ESOL course, so I could only ask students to make an appointment for an interview before class. Many students came to the class after the class started, so I could not select the students whom I wanted to talk to.

Throughout my interviews with students, they told me that their ESOL course was totally different from their friends' ESOL courses. I focused on one ESOL course this semester, but I might need to compare other ESOL courses because their course objectives were the same, so I might be able to find other beneficial feedback styles.

In addition, when I interviewed students, some of the students had difficulties expressing their thoughts. I interviewed Japanese students in Japanese but Korean students in English. Japanese students seemed to express their thoughts well enough, and they also asked me many questions. In contrast, two Korean students had sometimes to stop and think about their words,

but when they did not come up with other words, they said “anyway, yeah” and tended to finish their sentences.

Conclusion

In this paper I have shown that written corrective feedback and revision tasks may contribute to language learners’ self-confidence and grammar accuracy and add one more piece of evidence to support the previous research of the efficiency of written corrective feedback and revision tasks. Specifically, students appreciated the fact that their instructor gave them comprehensive error feedback (Ferris, 2014). This comprehensive error feedback is related to understanding untreatable errors such as nuance of words. They used words on which they received feedback and tried to understand how they can utilize the nuance of the words by using them in other writing assignments. Overall, the students showed positive reactions toward all writing assignments and the instructor’s feedback, but I also found gaps between the instructor’s expectations and his students’ expectations or satisfactions. The students were unable to understand what they believed was unsatisfactory work despite what the instructor thought was beneficial for them. Negative emotions such as having less confidence, disappointment, frustration, or anxiety might easily make students uncomfortable about asking questions or decrease their positivity, so this indicates that instructors or teachers should communicate better to bridge the gaps between students’ and teacher’s expectations or thoughts minimal.

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Name _____

Background Questions

1. Where are you from?

()

2. How old are you?

()

3. Where did you graduate from high School? (State / Country)

()

4. What is your first language?

()

5. How long have you studied English in your home country?

()

6. How long have you studied English in Hawai'i?

()

7. Have you studied academic English writing before? Yes / No

If yes, what writing course(s) have you taken?

In your country:

()

In Hawai'i:

()

Other:

()

Writing Questions

1. How much do you have confidence to write an essay in English?

Less confident	1	2	3	4	5	Very confident
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2. How much does your first language writing knowledge help your English writing?

Less helpful	1	2	3	4	5	Very helpful
--------------	---	---	---	---	---	--------------

3. How much does the reading assignment help your writing assignments?

Less helpful	1	2	3	4	5	Very helpful
--------------	---	---	---	---	---	--------------

4. How much does the vocabulary log help your writing assignments?

Less helpful	1	2	3	4	5	Very helpful
--------------	---	---	---	---	---	--------------

5. How much does the feedback for sentences in the vocabulary log help your writing assignments?

Less helpful	1	2	3	4	5	Very helpful
--------------	---	---	---	---	---	--------------

6. How much does the class discussion help your writing assignments?

Less helpful	1	2	3	4	5	Very helpful
--------------	---	---	---	---	---	--------------

7. How much does the ticket out help your writing assignments?

Less helpful

1	2	3	4	5
---	---	---	---	---

Very helpful

8. How much does the feedback for ticket out help your writing assignments?

Less helpful

1	2	3	4	5
---	---	---	---	---

Very helpful

9. How much does the teacher's feedback on your writing assignments help your next writing assignments?

Less helpful

1	2	3	4	5
---	---	---	---	---

Very helpful

10. How much do the revision assignments (Draft 2 and 3) help your next writing assignments?

Less helpful

1	2	3	4	5
---	---	---	---	---

Very helpful

11. Have you had the feedback that you did not understand? (Yes / No)

12. If you answered yes, did you ask question to your teacher? (Yes / No)

13. How much are you comfortable when you ask questions of the teacher feedback in class?

Less comfortable

1	2	3	4	5
---	---	---	---	---

Very comfortable

10/17/19.

Paper # draft 1.

What can I Do for Water Sustainability?

Everyone knows that all creatures cannot survive without water. However, only few people know that usable water for humanity is 1% of all water on this planet, and water is replenished only by the water cycle.

Water sustainability is a concept to keep having usable water permanently. In Hawaii, there are watersheds to maintain water cycle, but Hawaiian ground has less capacity to hold moisture inside because of volcano rock ground, so it is hard to store much water long time. Then, people must care about water sustainability even in their individual life.

The key content is "how can people reduce the amount of using water" to live with water sustainability.

One way that I will be sustainable is to have shorter time to take a shower. 40% of indoor water is used in a bathroom, and taking a shower is everyday habit, so I

$$\frac{3}{22} = 14\%$$

$$\begin{array}{r} 93 \\ 86 \\ 64 \\ 86 \\ 85 \\ \hline 414 \end{array}$$

think that change will reduce the amount of using water.

For taking a shower, it requires 5 gallons of water per minute. As thinking with this number, taking shower in shorter time sounds efficient.

In kitchen, I will reduce my water using by wiping up oil stain of dishes before wash, and defrosting foods without using running water.

Cleaning water, which contains oil stain, needs thousands of water, and such stain may destroy the water supply and cause leaking water from pipes. Also, defrosting food with running water needs many gallons of water, and it takes long time.

Another way that I will be sustainable is to choose vegetables and seafood instead of choosing meat and cooked products. It is used thousands of water

2

Usually in-class handwritten essays, but two papers, including the final essay, were typed as take-home papers.

Sentence : 2 |

word : 414

until beef sell in stores for feeding them. Also, cooked products and the dishes of restaurants require a huge amount of water to produce because usually it is used frozen foods and meat. This way of using water do not show people how much water is used, but in most case, people have more huge amount of water than expected.

To be sustainable, I will reduce the amount of using water in my daily life. Some of the amount of water is invisible and hard to notice, but every my small changes to be sustainable will save hundreds gallons of water. Water is a crucial resource to survive for all creatures. Although its amount is very limited by comparing to all of water in the world. For maintaining water resources, it is important to keep water cycle healthy and take actions to save water usage.

10/22/19

Paper 7 Draft 2

Actions for Water Sustainability

People know that every creature cannot survive without water. However, few people know that usable water for humanity is only 1% of all water on this planet, and water is replenished only by the water cycle. Water sustainability is a concept of maintaining usable water permanently. In Hawaii, there are watersheds to maintain water cycle. Although the characteristic of Hawaiian ground has less capacity to hold moisture inside because of volcanic rock ground, so it is hard to store water for a long time. The amount of usable water is very limited, so people must care about water sustainability not only in public but also in their individual lives.

The key content is how can people reduce the amount of water in their lives to live with water sustainability. One way that I will be sustainable is to have shorter time to take a shower. 40% of indoor water is used in bathrooms, and taking a shower is an everyday habit. I think this change will result in use less amount of water than before. For taking a shower, people use 5 gallons of water per minute. As thinking with this number, taking shower in shorter time sounds efficient.

In a kitchen, I will save water by wiping up oil stain of dishes before washing, and by defrosting food without using running water. Cleaning 0.1 gallons of oil needs approximately 22000 gallons of water, and such oil stain destroy the water supply and cause leaking water from pipes. Also, defrosting food by running water needs many gallons of water each time. All of these things can be the facts of wasting water unconsciously in ordinary life.

Another way that I will be sustainable is to choose vegetables and seafood instead of having meat and cooked products. Producing one hamburger requires 660 gallons of water. Also, cooked products and dishes of restaurants require a huge amount of water to produce because they are usually cooked with frozen food and imported food through long distance. This way of using water does not show people how much water is spent until products reach at their house, and usually they spend a larger amount of water than expected.

To be sustainable, I will live in a smaller amount of water in my daily life. Some of a proportion of used water is invisible and hard to notice, but every my small change to be sustainable will save hundreds of gallons of water. Water is a crucial resource to survive for all creatures. However, usable fresh water is very limited compared to all of the water in the world. For maintaining water resources, it is important to keep water cycle healthy and take action to save water usage.

Students could choose a typed revision or a handwritten revision.

10/24/19
Paper 7 Draft 3

NOT POSTED

Actions for Water Sustainability

People know that every creature cannot survive without water. However, few people know that usable water for humanity is only 1% of all water on this planet, and water is replenished only by the water cycle. Water sustainability is the concept of maintaining usable water permanently. In Hawaii, watersheds maintain the water cycle. Hawaiian land has less capacity to hold moisture inside because of volcanic rock ground, so it is difficult to store water for a long time. The amount of usable water is limited, so people must care about water sustainability not only in public but also in their individual homes.

The key idea is how people reduce the use of water in their lives to achieving water sustainability. One way that I will be sustainable is to take shorter showers. 40% of indoor water is used in bathrooms, and taking showers is an everyday habit. I think this change will result in less water use. To take a shower, people use 5 gallons of water per minute. Considering this number, taking shorter showers seems efficient.

In the kitchen, I will save water by wiping oil off of dishes before washing them and by defrosting food without using water. Cleaning 0.1 gallons of oil requires approximately 22,000 gallons of water, and such oil destroys the water supply and causes leaky water pipes. Also, defrosting food by running water requires many gallons of water each time. Each of these uses are examples of wasting water unconsciously in daily life.

Another way that I will be sustainable is to choose vegetables and seafood instead of meat and cooked products. Producing one hamburger requires 660 gallons of

1

water. Also, cooked products in restaurants require a huge amount of water because they are usually cooked with frozen food and imported foods that have traveled long distances. This way of using water does not show people how much water is used until the products reach their houses, and usually they require a larger amount of water than expected.

To be sustainable, I will use a smaller amount of water in my daily life. Some of my water use is invisible and difficult to notice, but even small changes to be sustainable will save hundreds of gallons of water. Water is a crucial resource for all creatures. However, the usable fresh water is very limited compared to all of the water in the world. To maintain our water resources, it is important to keep the water cycle health and take action to save water usage.

Students needed to type and post the third draft on Laulima.

Name:

6

Word	Stress	POS	Definition	Word Family	Collocations	Associations
1. considerable	Con·s'id·er·a·ble	adjective	Notably large in size, amount, or extent	considerable Considerably	A – amount of <u>N</u> -attention - effort	Sizeable significant substantial abundant
Context: The missing and broken links in the food supply chain cause a considerable amount of produce to be wasted and makes local food expensive.						
Sentence: A considerable amount of imported food is consumed {shared out among spread over an area in Hawaii.						
2. distribution	D, is·tri·b'u·tion	noun adjective	The action or process of supplying goods that sell to consumers	distributional distribute distributor	-of -for (purpose) -between - among. - to V	supply delivery allocation.
Context: , as well as a seamless distribution system that can move products from producers to wholesalers to retailers to consumers.						
Sentence: To have affordable products, a complete system of food distribution is crucial.						
3. elusive	E·l'u·sive	adjective	Difficult to find, catch, or achieve	elusively elusiveness	-issue - solution, - goal -with - meaning.	evasive difficult, rough. slippery tricky
Context: , but solutions are elusive .						
Sentence: Having a completely sustainable lifestyle is an elusive aim, but people must keep trying to achieve it.						
4. fundamental	F, un·da·m'en·tal	adjective	So basic as to be hard to alter, resolve, or overcome	fundamentally fundament fundamentalism (negative)	-aspects -problem	basic foundational
Context: , who has championed innovative ideas to resolve the fundamental issues of land, water, labor, energy, productivity, and manufacturing,						
Sentence: Fundamental resources, such as land, water, and food, are limited.						
5. globally	Gl'ob·al·ly	adverb	In a way that relates to the whole world	global globalization. (glob)	think globally act locally globally competitive	universally wholly inclusively. worldly
Context: "To increase productivity and compete globally , what is needed is what we call a precision environment-						
Sentence: The idea of sustainability is spreading globally and is known as an important concept.						

0 / 29 / 19.

Module 5 Vocabulary Log.



1. A considerable amount of imported food is consumed in Hawaii.

A considerable amount of imported food is consumed in Hawaii.

^{complete}
A ~~complete~~ ^{complete} system of food.

2. To have affordable products, smooth distribution system is crucial.

To have affordable products, a complete system of food distribution is crucial.

3. Having completely sustainable lifestyle is ^Aelusive aim, but people ^{must} need to keep trying to achieve it.

Having a completely sustainable lifestyle is an elusive aim, but people must keep trying to achieve it.

4. The fundamental resources, such as land, water, and food, are limited.

fundamental resources, such as land, water, and food, are limited.

5. The idea of sustainability is spread ⁱⁿ globally and is known as an important

concept.

The idea of sustainability is spreading globally and is known as an important concept.

6. People ^{must make} need to have persistent effort to achieve sustainability.

People must make persistent effort to achieve sustainability.

- ✓ 7. People previously used resources selfishly.

↳ People previously used resources selfishly.

8. Government have an obligation to establish ^{for} regulations to ^{safety} secure safe food.

^{the} ^{S/N}

The government has an obligation to establish regulations for food safety.

9. The problem ^{with} of food safety has been resolved by establishing rules ^{by}

governments.

The problem with food safety has been resolved by establishing rules.

10. The ^Msurpluses of agriculture can make a profit ^{after} by being processed.

^{win}

The agricultural surpluses will make a profit after being processed.

ESOL

TICKET OUT

Name: _____

people.
 Hawaiian
 #
 of Hawaii
 Hawaii -
 Japanese
 (adj.)

the Japanese
 or contain
 people
 "rasism"

DATE: 10/30/19

The word "Hawaiian" and the phrase " - of Hawaii" and
 "Hawaii - " are different. I must use them separately because
 there ~~are~~ is a complex history.
 ISA Singular

TEACHER INITIAL _____

REVISION:

The word "Hawaiian" and the phrase " - of Hawaii" and
 "Hawaii - " are different. I must use them separately because
 there is a complex history.

TEACHER INITIAL _____

REFLECTION: The Hawaiian complex history is a singular noun phrase,
 so I must use an article and a singular verb. yes!

DATE: 10/31/19

In my writing, I tried to correct subject-verb agreement. However,
 it took more time than usually, so I need to have more speed
 and accurate. MUST BE QUICKER
MORE ACCURATE THAN I AM NOW.

TEACHER INITIAL _____

REVISION:

In my writing, I tried to correct subject-verb agreement. However,
 it took more time than usual, so I must be quicker and more
 accurate than I am now.

TEACHER INITIAL _____

REFLECTION: The word "usually" is an adverb, and the word "usual"
 is an adjective.

Students' Background Survey Answers

Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Home country	In Hawaii	Others
S1	China	20	Hawaii	Chinese	N/A	5y	2	N/A	Eng 12	N/A
S2	Korea	20	Korea	Korean	12y	2m	1	Prep for Hawaii	N/A	N/A
S3	China	19	Hawaii	Chinese	9y	5y	1	English	ESL writing, English	N/A
S4	Korea	27	Korea	Korean	5y	4y	1		Mid-pacific Institute (ESL)	
S5	Vietnam	26	Vietnam	Vietnamese	12y	3m	2	N/A	N/A	N/A
S6	Japan	19	Japan	Japanese	15y	6m	1	N/A	ESOL 50, ESOL 52	N/A
S7	Korea	21	Korea	Korean	13y	2m	2	N/A	N/A	N/A
S8	Singapore	27	Singapore (JPN HS)	Japanese	Since birth	3m	2	N/A	N/A	N/A
S9	Korea	N/A	Korea	Korean	10y	3y	2	N/A	N/A	N/A
S10	Korea	19	Korea	Korean	7y	2m	1	Prep for Hawaii	N/A	N/A
S11	Japan	19	Hawaii	Japanese	3y	2y	1	N/A	N/A	ESL in Canada
S12	Japan	20	Japan	Japanese	1y	3m	2	N/A	N/A	N/A
S13	Korea	19	Hawaii	Korean	7y	2y	1	N/A	ESL at HS	N/A
S14	Korea	20	Korea	Korean	12y	3m	2	N/A	N/A	N/A

Note. S#: International students, S#: Immigrant students, m: month, y: year.

Mean, Standard Deviation, Maximum, and Minimum of Students Survey Answers

	Accuracy	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Survey 1														
Mean	21.79	2.50	3.29	4.00	3.79	4.50	4.36	4.07	4.29	4.64	4.57	1.57	1.00	4.00
SD	11.88	0.76	0.99	0.68	0.80	0.65	0.63	0.83	0.73	0.63	0.51	0.51	0.00	1.11
Max	41	3	5	5	5	5	5	5	5	5	5	2	1	5
Min	1	1	1	3	2	3	3	3	3	3	4	1	1	2
Survey 2														
Mean	25.29	3.29	3.21	4.14	3.86	4.64	4.29	4.14	4.50	4.71	4.71	1.21	1.00	4.36
SD	10.51	0.61	0.89	0.86	0.66	0.63	0.83	0.77	0.52	0.47	0.47	0.43	0.00	0.84
Max	42	4	5	5	5	5	5	5	5	5	5	2	1	5
Min	7	2	2	2	3	3	2	3	4	4	4	1	1	2
Survey 3														
Mean	30.21	3.57	3.57	4.07	3.93	4.57	4.36	4.21	4.43	4.71	4.64	1.29	1.09	4.36
SD	14.09	0.65	0.94	0.83	0.62	0.65	0.84	0.80	0.65	0.47	0.63	0.47	0.30	0.84
Max	55	5	5	5	5	5	5	5	5	5	5	2	2	5
Min	6	3	2	2	3	3	2	3	3	4	3	1	1	3

Q11 & 12 are yes/no questions (1: yes, 2: no). (see Appendix A: Writing Questions) SD: Standard deviation; Max: Maximum; Min: Minimum